Writing Standard Articulated by Grade Level

Strand 1: Writing Process

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

Concept 1: Prewriting
Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.

Kindergarten	Grade 1	Grade 2
PO 1. Generate ideas through class discussion.	PO 1. Generate ideas through prewriting activities (e.g., brainstorming, **webbing**, drawing, writer's notebook, group discussion).	*PO 1. Generate ideas through prewriting activities (e.g., brainstorming, **webbing**, drawing, writer's notebook, group discussion).*
PO 2. Draw a picture about ideas generated through class discussion.	PO 2. Draw a picture or storyboard about ideas generated.	PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate) of a writing piece.
	PO 3. Organize ideas using simple **webs**, maps, or lists.	PO 3. Determine the intended audience of a writing piece.
	PO 4. Discuss the purpose for a writing piece.	PO 4. Maintain a record (e.g., list, picture, journal, folder, notebook) of writing ideas.
	PO 5. Discuss who the intended audience of a writing piece will be.	

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Writing Standard Articulated by Grade Level

Strand 1: Writing Process

Concept 1: Prewriting Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.		
Grade 3	**Grade 4**	**Grade 5**
PO 1. Generate ideas through a variety of activities (e.g., brainstorming, **graphic organizer**, drawing, writer's notebook, group discussion, printed material).	*PO 1. Generate ideas through a variety of activities (e.g., brainstorming, **graphic organizer**, drawing, writer's notebook, group discussion, printed material).*	*PO 1. Generate ideas through a variety of activities (e.g., brainstorming, **graphic organizer**, drawing, writer's notebook, group discussion, printed material).*
PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece.	*PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of an intended writing piece.*	*PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of an intended writing piece.*
PO 3. Determine the intended audience of a writing piece.	*PO 3. Determine the intended audience of a writing piece.*	*PO 3. Determine the intended audience of a writing piece.*
PO 4. Use organizational strategies (e.g., **graphic organizer**, **KWL chart**, log) to plan writing.	*PO 4. Use organizational strategies (e.g., **graphic organizer**, **KWL chart**, log) to plan writing.*	*PO 4. Use organizational strategies (e.g., **graphic organizer**, **KWL chart**, log) to plan writing.*
PO 5. Maintain a record (e.g., list, pictures, journal, folder, notebook) of writing ideas.	*PO 5. Maintain a record (e.g., list, pictures, journal, folder, notebook) of writing ideas.*	*PO 5. Maintain a record (e.g., list, pictures, journal, folder, notebook) of writing ideas.*
PO 6. Use **time-management strategies**, when appropriate, to produce a writing product within a set time period.	*PO 6. Use **time-management strategies**, when appropriate, to produce a writing product within a set time period.*	*PO 6. Use **time-management strategies**, when appropriate, to produce a writing product within a set time period.*

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Writing Standard Articulated by Grade Level

Strand 1: Writing Process

Concept 1: Prewriting Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.		
Grade 6	**Grade 7**	**Grade 8**
*PO 1. Generate ideas through a variety of activities (e.g., **prior knowledge**, discussion with others, printed material, or other sources).*	*PO 1. Generate ideas through a variety of activities (e.g., **prior knowledge**, discussion with others, printed material, or other sources).*	*PO 1. Generate ideas through a variety of activities (e.g., **prior knowledge**, discussion with others, printed material, or other sources).*
PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.	*PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.*	*PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.*
PO 3. Determine the intended audience of a writing piece.	*PO 3. Determine the intended audience of a writing piece.*	*PO 3. Determine the intended audience of a writing piece.*
PO 4. Establish a central idea appropriate to the type of writing.	*PO 4. Establish a central idea appropriate to the type of writing.*	*PO 4. Establish a central idea appropriate to the type of writing.*
*PO 5. Use organizational strategies (e.g., outline, chart, table, graph, **Venn Diagram**, **web**, **story map**, **plot pyramid**) to plan writing.*	*PO 5. Use organizational strategies (e.g., outline, chart, table, graph, **Venn Diagram**, **web, story map, plot pyramid**) to plan writing.*	*PO 5. Use organizational strategies (e.g., outline, chart, table, graph, **Venn Diagram, web, story map, plot pyramid**) to plan writing.*
PO 6. Maintain a record (e.g., list, journal, folder, notebook) of writing ideas.	*PO 6. Maintain a record (e.g., list, journal, folder, notebook) of writing ideas.*	*PO 6. Maintain a record (e.g., list, journal, folder, notebook) of writing ideas.*
*PO 7. Use **time-management strategies**, when appropriate, to produce a writing product within a set time period.*	*PO 7. Use **time-management strategies**, when appropriate, to produce a writing product within a set time period.*	*PO 7. Use **time-management strategies**, when appropriate, to produce a writing product within a set time period.*

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Writing Standard Articulated by Grade Level

Strand 1: Writing Process

Concept 1: Prewriting
Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.
High School
*PO 1. Generate ideas through a variety of activities (e.g., brainstorming, notes and logs, **graphic organizers**, record of writing ideas and discussion, printed material or other sources).* *PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.*   *PO 3. Determine the intended audience of a writing piece.* PO 4. Establish a **controlling idea** appropriate to the type of writing. *PO 5. Use organizational strategies (e.g., outline, chart, table, graph, **Venn Diagram, web, story map, plot pyramid**) to plan writing.*   *PO 6. Maintain a record (e.g., list, journal, folder, notebook) of writing ideas.*   *PO 7. Use **time-management strategies**, when appropriate, to produce a writing product within a set time period.*

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Writing Standard Articulated by Grade Level

Strand 1: Writing Process

Concept 2: Drafting		
Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.		
Kindergarten	**Grade 1**	**Grade 2**
PO 1. Communicate by drawing, telling, or writing for a purpose. PO 2. Create a group draft, scripted by the teacher.	PO 1. Write a draft (e.g., story, caption, letter, observations, message).	PO 1. Write a draft with supporting details. PO 2. Organize details into a logical sequence.

Concept 2: Drafting		
Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.		
Grade 3	**Grade 4**	**Grade 5**
PO 1. Use a **prewriting plan** to develop a draft with main idea(s) and supporting details. PO 2. Organize writing into a logical sequence that is clear to the audience.	*PO 1. Use a **prewriting plan** to develop a draft with main idea(s) and supporting details.* *PO 2. Organize writing into a logical sequence that is clear to the audience.*	*PO 1. Use a **prewriting plan** to develop a draft with main idea(s) and supporting details.* *PO 2. Organize writing into a logical sequence that is clear to the audience.*

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Arizona Department of Education – Standards Based Teaching and Learning   Approved June 28, 2004

Writing Standard Articulated by Grade Level

Strand 1: Writing Process

Concept 2: Drafting		
Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.		
Grade 6	**Grade 7**	**Grade 8**
*PO 1. Use a **prewriting plan** to develop a draft with main idea(s) and supporting details.* *PO 2. Organize writing into a logical sequence that is clear to the audience.*	*PO 1. Use a **prewriting plan** to develop a draft with main idea(s) and supporting details.* *PO 2. Organize writing into a logical sequence that is clear to the audience.*	*PO 1. Use a **prewriting plan** to develop a draft with main idea(s) and supporting details.* *PO 2. Organize writing into a logical sequence that is clear to the audience.*

Concept 2: Drafting
Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.
High School
*PO 1. Use a **prewriting plan** to develop the main idea(s) with supporting details.* PO 2. Sequence ideas into a cohesive, meaningful order.

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Writing Standard Articulated by Grade Level

Strand 1: Writing Process

Concept 3: Revising		
Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)		
Kindergarten	**Grade 1**	**Grade 2**
PO 1. Reread original draft scripted by teacher or individual. PO 2. Add additional details with prompting.	PO 1. Reread original draft for clarity. *PO 2. Add additional details with prompting.*	PO 1. Reread original draft for clarity. PO 2. Add additional relevant details for audience understanding. PO 3. Evaluate the draft for use of one or more writing elements, with the assistance of teacher, peer, checklist, or **rubric**. (See Strand 2)

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Writing Standard Articulated by Grade Level

Strand 1: Writing Process

Concept 3: Revising		
Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)		
Grade 3	**Grade 4**	**Grade 5**
PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (See Strand 2)	*PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (See Strand 2)*	*PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (See Strand 2)*
PO 2. Add details to the draft to more effectively accomplish the purpose.	*PO 2. Add details to the draft to more effectively accomplish the purpose.*	*PO 2. Add details to the draft to more effectively accomplish the purpose.*
PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft.	*PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft.*	*PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft.*
PO 4. Use a combination of sentence structures (i.e., **simple**, **compound)** to improve sentence fluency in the draft.	*PO 4. Use a combination of sentence structures (i.e.,* **simple**, **compound)** *to improve sentence fluency in the draft.*	*PO 4. Use a combination of sentence structures (i.e.,* **simple**, **compound)** *to improve sentence fluency in the draft.*
PO 5. Modify word choice appropriate to the application in order to enhance the writing.	*PO 5. Modify word choice appropriate to the application in order to enhance the writing.*	*PO 5. Modify word choice appropriate to the application in order to enhance the writing.*
PO 6. Apply appropriate tools or strategies (e.g., **peer review**, checklists, **rubrics**) to refine the draft.	*PO 6. Apply appropriate tools or strategies (e.g.,* **peer review**, *checklists,* **rubrics**) *to refine the draft.*	*PO 6. Apply appropriate tools or strategies (e.g.,* **peer review**, *checklists,* **rubrics**) *to refine the draft.*
PO 7. Use resources and reference materials to select more precise vocabulary.	*PO 7. Use resources and reference materials to select more precise vocabulary.*	*PO 7. Use resources and reference materials to select more precise vocabulary.*

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Writing Standard Articulated by Grade Level

Strand 1: Writing Process

Concept 3: Revising		
Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)		
Grade 6	**Grade 7**	**Grade 8**
PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (See Strand 2)	*PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.* (See Strand 2)	*PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.* (See Strand 2)
PO 2. Add details to the draft to more effectively accomplish the purpose.	*PO 2. Add details to the draft to more effectively accomplish the purpose.*	*PO 2. Add details to the draft to more effectively accomplish the purpose.*
PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.	*PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.*	*PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.*
PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.	*PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.*	*PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.*
PO 5. Add **transitional words**, phrases, and/or sentences to clarify meaning or enhance the writing style.	*PO 5. Add* **transitional words**, *phrases, and/or sentences to clarify meaning or enhance the writing style.*	*PO 5. Add* **transitional words**, *phrases, and/or sentences to clarify meaning or enhance the writing style.*
PO 6. Use a variety of sentence structures (i.e., **simple**, **compound)** to improve sentence fluency in the draft.	*PO 6. Use a variety of sentence structures (i.e.,* **simple**, **compound, complex)** *to improve sentence fluency in the draft.*	*PO 6. Use a variety of sentence structures (i.e.,* **simple**, **compound, complex)** *to improve sentence fluency in the draft.*
PO 7. Apply appropriate tools or strategies (e.g., **peer review**, *checklists,* **rubrics)** *to refine the draft.*	*PO 7. Apply appropriate tools or strategies (e.g.,* **peer review**, *checklists,* **rubrics)** *to refine the draft.*	*PO 7. Apply appropriate tools or strategies (e.g.,* **peer review**, *checklists,* **rubrics)** *to refine the draft.*

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Writing Standard Articulated by Grade Level

Strand 1: Writing Process

Grade 6	Grade 7	Grade 8
PO 8. Use resources and reference materials to select more precise vocabulary.	*PO 8. Use resources and reference materials to select more precise vocabulary.*	*PO 8. Use resources and reference materials to select more precise vocabulary.*

Concept 3: Revising Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)
High School
PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (See Strand 2) *PO 2. Add details to the draft to more effectively accomplish the purpose.* *PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.* *PO 4. Rearrange words, sentences, and paragraphs in the draft in order to clarify the meaning or to enhance the writing style.* *PO 5. Add* **transitional words** *and phrases to the draft in order to clarify meaning or enhance the writing style.* *PO 6. Use a variety of sentence structures (i.e.,* **simple**, **compound**, **complex)** *to improve sentence fluency in the draft.* *PO 7. Apply appropriate tools or strategies (e.g.,* **peer review***, checklists,* **rubrics***) to refine the draft.* PO 8. Use resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.

Writing Standard Articulated by Grade Level

Strand 1: Writing Process

Concept 4: Editing		
Editing includes proofreading and correcting the draft for conventions.		
Kindergarten	**Grade 1**	**Grade 2**
PO 1. Review the draft for errors in conventions, with prompting. (See Strand 2)	*PO 1. Review the draft for errors in conventions, with prompting.* (See Strand 2)	PO 1. Review the draft for errors in conventions. (See Strand 2) PO 2. Use simple resources (e.g., **word walls**, primary dictionaries) to correct conventions.

Concept 4: Editing		
Editing includes proofreading and correcting the draft for conventions.		
Grade 3	**Grade 4**	**Grade 5**
PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. (See Strand 2)	*PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.* (See Strand 2)	*PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.* (See Strand 2)
PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	*PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.*	*PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.*
PO 3. Apply **proofreading marks** to indicate errors in conventions, although may be inconsistent or experimental.	PO 3. Apply **proofreading marks** to indicate errors in conventions.	*PO 3. Apply **proofreading marks** to indicate errors in conventions.*
PO 4. Apply appropriate tools or strategies (e.g., **peer review**, checklists, **rubrics**) to edit the draft.	*PO 4. Apply appropriate tools or strategies (e.g., **peer review**, checklists, **rubrics**) to edit the draft.*	*PO 4. Apply appropriate tools or strategies (e.g., **peer review**, checklists, **rubrics**) to edit the draft.*

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Writing Standard Articulated by Grade Level

Strand 1: Writing Process

Concept 4: Editing		
Editing includes proofreading and correcting the draft for conventions.		
Grade 6	**Grade 7**	**Grade 8**
PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. (See Strand 2) *PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.* *PO 3. Apply* **proofreading marks** *to indicate errors in conventions.* *PO 4. Apply appropriate tools or strategies (e.g.,* **peer review***, checklists,* **rubrics***) to edit the draft.*	*PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.* (See Strand 2) *PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.* *PO 3. Apply* **proofreading marks** *to indicate errors in conventions.* *PO 4. Apply appropriate tools or strategies (e.g.,* **peer review***, checklists,* **rubrics***) to edit the draft.*	*PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.* (See Strand 2) *PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.* *PO 3. Apply* **proofreading marks** *to indicate errors in conventions.* *PO 4. Apply appropriate tools or strategies (e.g.,* **peer review***, checklists,* **rubrics***) to edit the draft.*

Concept 4: Editing
Editing includes proofreading and correcting the draft for conventions.
High School
PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. (See Strand 2) *PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.* *PO 3. Apply* **proofreading marks** *to indicate errors in conventions.* *PO 4. Apply appropriate tools or strategies (e.g.,* **peer review***, checklists,* **rubrics***) to edit the draft.*

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Writing Standard Articulated by Grade Level

Strand 1: Writing Process

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Concept 5: Publishing		
Publishing involves formatting and presenting a final product for the intended audience.		
Kindergarten	**Grade 1**	**Grade 2**
PO 1. Share a finished piece of writing.	PO 1. Rewrite and illustrate selected pieces of writing for sharing with intended audience. PO 2. Write legibly.	*PO 1. Rewrite and illustrate selected pieces of writing for sharing with intended audience.* *PO 2. Write legibly.*

Concept 5: Publishing		
Format and present a final product for the intended audience.		
Grade 3	**Grade 4**	**Grade 5**
PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose. PO 2. Share the writing with the intended audience. PO 3. Use margins and spacing to enhance the final product. *PO 4. Write legibly.*	*PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.* *PO 2. Share the writing with the intended audience.* *PO 3. Use margins and spacing to enhance the final product.* *PO 4. Write legibly.*	*PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.* *PO 2. Share the writing with the intended audience.* *PO 3. Use margins and spacing to enhance the final product.* *PO 4. Write legibly.*

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Writing Standard Articulated by Grade Level

Strand 1: Writing Process

Concept 5: Publishing		
Publishing involves formatting and presenting a final product for the intended audience.		
Grade 6	**Grade 7**	**Grade 8**
PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose. *PO 2. Use margins and spacing to enhance the final product.* PO 3. Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product. *PO 4. Write legibly.*	*PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.* *PO 2. Use margins and spacing to enhance the final product.* *PO 3. Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.* *PO 4. Write legibly.*	*PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.* *PO 2. Use margins and spacing to enhance the final product.* *PO 3. Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.* *PO 4. Write legibly.*

Concept 5: Publishing
Publishing involves formatting and presenting a final product for the intended audience.
High School
PO 1. Prepare writing that follows a format appropriate for the purpose (e.g., for display, sharing with others, or submitting to a publication).   PO 2. Include such techniques as principles of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.   *PO 3. Write legibly.*

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